



COURSE: Inequality, Power and Happiness – Shimon Edelman

Motivation: Our present understanding of how the mind works and how minds evolve suggests that the pursuit of happiness is a basic human right in a deeper sense than warranted by the United States' Declaration of Independence. Indeed, our capacity for moment-to-moment emotional well-being and our ability to appreciate life as a whole are both rooted deep in the human nature (Edelman, 2008, 2012). The human potential for happiness cannot, however, be realized if circumstances oppose it. Indeed, contrary to the popular myth of the happy pauper, studies show that widespread chronic financial hardship and insecurity and the inequality in power and wealth distribution — two chronic aspects of American socioeconomic malaise that the Great Recession has greatly exacerbated — are both detrimental to happiness.

A reflection on the dynamics of this predicament indicates that it may be self-reinforcing. A panoply of factors act not just to preserve the status quo, but to deepen the existing divides. Some of these factors are psychological. For instance, research findings show that inequality is associated both with increased illusory self-enhancement and with increased system justification, which in turn help perpetuate inequality. Moreover, both attention to in-group/out-group distinctions and the possession of personal power over others strengthen the perception of “the other” as less human, which may reduce the motivation of those in power to share it more equitably.

Other factors acting to preserve or exacerbate a skewed distribution of power are political. Corporate control of the media, the unbridled influence of private money on the machinery of democracy, and the continued attacks on science and erosion of public education all ensure that the society's attention is diverted away from the root causes of its ills. Instead of being encouraged to think, the average consumer of the news, increasingly deprived, through the lack of education, of cognitive tools for critical analysis, is lured into acquiescence with the status quo by Newspeak-like memes, which pretend that freedom to die from lack of health insurance is the epitome of freedom, or that everyone in this country can “make it” if only they work hard enough.

In this seminar, we shall read and discuss a selection of academic papers that examine the cognitive, social, and political psychology of the American polity, with a particular stress on understanding the dynamics of socioeconomic inequality and on identifying possible ways, if any, of bringing about change to the better.

There are three components to getting credit for this seminar:

1. Attend and contribute to the discussion during the weekly meetings.
2. Whether or not you're presenting in a given week, please come prepared with questions or comments regarding the readings.
 - Participate in two separate weekly presentations. Each presentation/discussion will be led by a team of three or four students. The presenters should be ready for clarification questions and interruptions at any time during the presentation.
 - A typical presentation should include
 - I. a brief introduction to the theme and an overview of the background to each paper and its methodology;
 - II. the findings, as illustrated by the plots or (in the absence of graphics) by a concise verbal description;

- III. a critique of the paper's approach;
 - IV. a summary of the paper's conclusions and their significance for the weekly theme and for the seminar's topic at large.
 - V. The presenting teams are required to meet with the instructor ahead of their presentation, to address any questions and coordinate the details.
3. A week after the last meeting, submit a written summary of your impressions and lessons from the seminar, in a short-essay form (about 1000 words).

WEEKLY THEMES AND READINGS

Representative readings, grouped by topic, are listed below. They also appear in alphabetical order at the end of the document.

Happiness: an overview (August 28)

How can happiness be usefully defined and measured? Why, or why not, should people expect to be happy? And what does this have to do with power and money?

Readings:

- R. M. Ryan and E. L. Deci. On happiness and human potentials: a review of research on hedonic and eudaimonic well-being. *Annual Review of Psychology*, 52:141–166, 2001.
- R. M. Nesse. Natural selection and the elusiveness of happiness. *Philosophical Transactions of the Royal Society, series B*, 359:1333–1348, 2004.
- Y. Gao and S. Edelman. Between pleasure and contentment: evolutionary dynamics of some possible parameters of happiness. *PLoS One*, 11(5):e0153193, 2016.
- R. A. Easterlin. Does money buy happiness? *The Public Interest*, Winter:3–10, 1973.

Optional:

- S. Edelman. *The Happiness of Pursuit*. Basic Books, New York, NY, 2012.

Inequality and happiness (September 11)

Does *growth* lead to increased personal well-being? What about *comparative* wealth? How does *inequality* in wealth and power affect happiness?

Readings:

- R. A. Easterlin. The happiness-income paradox revisited. *Proceedings of the National Academy of Science*, 107:22463–22468, 2010.
- J. Delhey and U. Kohler. Is happiness inequality immune to income inequality? New evidence using instrument-effect corrected standard deviations. *Social Science Research*, 40:742–756, 2011.
- S. Oishi, S. Kesebir, and E. Diener. Income inequality and happiness. *Psychological Science*, 22: 1095–1100, 2011.
- E. Diener, L. Tay, and S. Oishi. Rising income and the subjective well-being of nations. *Journal of Personality and Social Psychology*, 104:267–276, 2013.

Optional:

- R. A. Easterlin. Does economic growth improve the human lot? Some empirical evidence. In P. A. David and W. R. Melvin, editors, *Nations and households in economic growth*, pages 89–125. Academic Press, New York, NY, 1974.
- R. A. Easterlin. Explaining happiness. *Proceedings of the National Academy of Science*, 100:11176–11183, 2003.
- S. Oishi, U. Schimmack, and E. Diener. Progressive taxation and the subjective well-being of nations. *Psychological Science*, 23:86–92, 2012.

The poverty trap (September 18)

In light of the inter-individual differences in *intelligence*, can there be a “level playing field” in economics? What does socioeconomic disparity do to *cognitive functioning* and emotional well-being?

Readings:

- L. S. Gottfredson. Life, death, and intelligence. *Journal of Cognitive Education and Psychology*, 1: 23–46, 2004.
- A. Mani, S. Mullainathan, E. Shafir, and J. Zhao. Poverty impedes cognitive function. *Science*, 341: 976–980, 2013.
- J. Haushofer and E. Fehr. On the psychology of poverty. *Science*, 344:862–867, 2014
- G. W. Evans. Childhood poverty and adult psychological well-being. *Proceedings of the National Academy of Science*, 113:14949–14952, 2016.

Optional:

- R. E. Nisbett, J. Aronson, C. Blair, W. Dickens, J. Flynn, D. F. Halpern, and E. Turkheimer. Intelligence: new findings and theoretical developments. *American Psychologist*, 2012.
- J. Haushofer. The psychology of poverty: Evidence from 43 countries, 2013
- M. Altman. Implications of behavioural economics for financial literacy and public policy. *The Journal of Socio-Economics*, 41:677–690, 2012.
- S. Loughnan, P. Kuppens, J. Allik, K. Balazs, S. de Lemus, K. Dumont, R. Gargurevich, I. Hidegkuti, B. Leidner, L. Matos, J. Park, A. Realo, J. Shi, V. E. Sojo, Y. y. Tong, J. Vaes, P. Verduyn, V. Yeung, and N. Haslam. Economic inequality is linked to biased self-perception. *Psychological Science*, 22: 1254–1258, 2011.

Class, elites, and inequality (September 25)

What does it mean to be part of an *elite*? Does elite status encourage deference? Does it make the person more *moral*? What is the political role of economic elites in the U.S.?

Readings:

- S. R. Khan. The sociology of elites. *Annual Review of Sociology*, 2012.
- P. K. Piff, D. M. Stancato, S. Cohen, R. Mendoza-Denton, and D. Keltner. Higher social class predicts increased unethical behavior. *Proceedings of the National Academy of Science*, 2012.
- M. Gilens and B. I. Page. Testing theories of American politics: elites, interest groups, and average citizens. *Perspectives on Politics*, 12:564–581, 2014.
- M. W. Kraus, J. W. Park, and J. J. X. Tan. Signs of social class: the experience of economic inequality in everyday life. *Perspectives on Psychological Science*, 12:422–435, 2017.

Optional:

- N. Doob and A. E. Gross. Status of frustrator as an inhibitor of horn-honking responses. *Journal of Social Psychology*, 76:213–218, 1968.
- Guinote, I. Cotzia, S. Sandhu, and P. Siwa. Social status modulates prosocial behavior and egalitarianism in preschool children and adults. *Proceedings of the National Academy of Science*, 112: 731–736, 2015.

Power and inequality (October 2)

What is *power*? How does it affect inequality?

Readings:

- V. J. Roscigno. Power, revisited. *Social Forces*, 90:349–374, 2011.
- P. K. Smith and W. Hofmann. Power in everyday life. *Proceedings of the National Academy of Science*, 113:10043–10048, 2016.
- J. K. Dubrow. Political inequality is international, interdisciplinary, and intersectional. *Sociology Compass*, 9:477–486, 2015. doi: 10.1111/soc4.12270.
- J. Gaventa and B. Martorano. Inequality, power and participation — revisiting the links. *Institute of Development Studies Bulletin*, 47:5, 2016.

Optional:

- B. Mahault, A. Saxena, and C. Nisoli. Emergent inequality and self-organized social classes in a network of power and frustration. *PLoS One*, 12(2):e0171832, 2017.

Morality and religion: power, class, and inequality (October 16)

What is *moral*? How does *religion* weigh in on morality and inequality?

Readings:

- J. Haidt and S. Kesebir. Morality. In S. Fiske, D. Gilbert, and G. Lindzey, editors, *Handbook of Social Psychology*, pages 797–832. Wiley, Hoboken, NJ, 2010. 5th Edition.
- F. Solt, P. Habel, and J. Tobin Grant. Economic inequality, relative power, and religiosity. *Social Science Quarterly*, 92:447–465, 2011.
- S. McCloud. Putting some class into religious studies: resurrecting an important concept. *Journal of the American Academy of Religion*, 75:840–862, 2007.

Optional:

- M. van Zomeren, T. Postmes, R. Spears, and K. Bettache. Can moral convictions motivate the advantaged to challenge social inequality? Extending the social identity model of collective action. *Group Processes & Intergroup Relations*, 14:735–753, 2011.

Morality and religion: some empirical findings (October 23)

Some empirical findings on morality, inequality, and religion.

Readings:

- L. D. Ross, Y. Leikes, and A. G. Russell. How Christians reconcile their personal political views and the teachings of their faith: projection as a means of dissonance reduction. *Proceedings of the National Academy of Science*, 109:3616–3622, 2012.
- L. R. Saslow, R. Willer, M. Feinberg, P. K. Piff, K. Clark, D. Keltner, and S. R. Saturn. My brother's keeper? Compassion predicts generosity more among less religious individuals. *Social Psychological and Personality Science*, 2012.
- M. J. Brandt and P. J. Henry. Psychological defensiveness as a mechanism explaining the relationship between low socioeconomic status and religiosity. *International Journal for the Psychology of Religion*, 22:321–332, 2012.

Optional:

- N. Epley, B. A. Converse, A. Delbosch, G. A. Monteleone, and J. T. Cacioppo. Believers' estimates of God's beliefs are more egocentric than estimates of other people's beliefs. *Proceedings of the National Academy of Science*, 106:21533–21538, 2009.

Evolutionary factors (October 30)

How is *evolution* relevant to power and *politics*?

Readings:

- M. Fieder and S. Huber. An evolutionary account of status, power, and career in modern societies. *Human Nature*, 2012.
- D. S. Rogers, O. Deshpande, and M. W. Feldman. The spread of inequality. *PLoS ONE*, 6(9):e24683, 2011. doi: doi:10.1371/journal.pone.0024683.
- A. Kong, M. L. Frigge, G. Thorleifsson, H. Stefansson, A. I. Young, F. Zink, G. A. Jonsdottir, A. Okbay, P. Sulem, G. Masson, D. F. Gudbjartsson, A. Helgason, G. Bjornsdottir, U. Thorsteinsdottir, and K. Stefansson. Selection against variants in the genome associated with educational attainment. *Proceedings of the National Academy of Science*, pages E727–E732, 2017.

Optional:

- J. R. Alford, P. K. Hatemi, J. R. Hibbing, N. G. Martin, and L. J. Eaves. The politics of mate choice. *The Journal of Politics*, 73:362–379, 2011.
- C. A. Klostad, R. McDermott, and P. K. Hatemi. Do bedroom eyes wear political glasses? The role of politics in human mate attraction. *Evolution and Human Behavior*, 33:100–108, 2012.
- C. Kandler, W. Bleidorn, and R. Riemann. Left or right? Sources of political orientation: The roles of genetic factors, cultural transmission, assortative mating, and personality. *Journal of Personality and Social Psychology*, 102:633–645, 2012.

The dynamics of inequality: individual views and interventions (November 6)

Inequality and happiness, revisited. Attitudes toward inequality.

Readings:

- R. H. Frank. Positional externalities cause large and preventable welfare losses. *The American Economic Review*, 95:137–141, 2005.

- T. Saguy, N. Tausch, J. F. Dovidio, and F. Pratto. The irony of harmony: intergroup contact can produce false expectations for equality. *Psychological Science*, 20:114–121, 2009.
- K. Savani and A. Rattan. A choice mind-set increases the acceptance and maintenance of wealth inequality. *Psychological Science*, 23:796–804, 2012.
- M. L. Sands. Exposure to inequality affects support for redistribution. *Proceedings of the National Academy of Science*, 114:663–668, 2017.

Optional:

- J. Delhey, K. Newton, and C. Welzel. How general is trust in “most people”? Solving the radius of trust problem. *American Sociological Review*, 76:786–807, 2011.
- T. L. Stewart, I. M. Latu, N. R. Branscombe, and H. T. Denney. Yes we can! Prejudice reduction through seeing (inequality) and believing (in social change). *Psychological Science*, 21:1557–1562, 2010.

The dynamics of inequality: development, action, and change (November 13)

How do people’s views on inequality develop? Can the effects of inequality on happiness be alleviated through *public policy*? Through collective action?

Readings:

- P. R. Blake, K. McAuliffe, J. Corbit, T. C. Callaghan, O. Barry, A. Bowie, L. Kleutsch, K. L. Kramer, E. Ross, H. Vongsachang, R. Wrangham, and F. Warneken. The ontogeny of fairness in seven societies. *Nature*, 528:258–262, 2015.
- C. Starmans, M. Sheskin, and P. Bloom. Why people prefer unequal societies. *Nature Human Behaviour*, 1:0082, 2017. doi: 10.1038/s41562-017-0082.
- J. Haidt, P. Seder, and S. Kesebir. Hive psychology, happiness, and public policy. *Journal of Legal Studies*, 37:S133–S156, 2008.
- C. Kay, D. Gaucher, J. M. Peach, K. Laurin, K. Friesen, J. Friesen, M. P. Zanna, and S. J. Spencer. Inequality, discrimination, and the power of the status quo: Direct evidence for a motivation to see the way things are as the way they should be. *Journal of Personality and Social Psychology*, 97:421–434, 2009.
- Madestam, D. Shoag, S. Veuger, and D. Yanagizawa-Drott. Do political protests matter? Evidence from the Tea Party movement. *The Quarterly Journal of Economics*, 128:1633–1685, 2013.

Optional:

- R. Veenhoven. Is happiness a trait? Tests of the theory that a better society does not make people any happier. *Social Indicators Research*, 32:101–160, 1994.
- K. Savani, N. M. Stephens, and H. R. Markus. The unanticipated interpersonal and societal consequences of choice: victim blaming and reduced support for the public good. *Psychological Science*, 22:795–802, 2011.

The dynamics of inequality: prospects (November 20)

Are things only going to get worse, or is change to the better possible?

Readings:

- D. S. Rogers, A. K. Duraiappah, D. C. Antons, P. Munoz, X. Bai, M. Fragkias, and H. Gutscher. A vision for human well-being: transition to social sustainability. *Current Opinion in Environmental Sustainability*, 4:61–73, 2012.
- A. Bonica, N. McCarty, K. T. Poole, and H. Rosenthal. Why hasn't democracy slowed rising inequality? *Journal of Economic Perspectives*, 27:103–124, 2013.
- T. Piketty and E. Saez. Inequality in the long run. *Science*, 344:838–843, 2014.
- F. Alvaredo, L. Chancel, T. Piketty, E. Saez, and G. Zucman. Global inequality dynamics: new findings from WID.world. Technical report, National Bureau of Economic Research, 2017. URL <http://www.nber.org/papers/w23119>.

Optional:

- Banerjee, E. Duflo, N. Goldberg, D. Karlan, R. Osei, W. Pariente, J. Shapiro, B. Thuysbaert, and C. Udry. A multifaceted program causes lasting progress for the very poor: Evidence from six countries. *Science*, 348:772, 2015.
- Carnevale and J. Strohl. How increasing college access is increasing inequality, and what to do about it. In R. D. Kahlenberg, editor, *Rewarding Strivers: Helping Low-Income Students Succeed in College*, chapter 3, pages 71–207. The Century Foundation Press, 2010.

Closing remarks and discussion (November 27)

Is the status quo acceptable? If not, what *should* be done? Is there anything that *can* be done?

Readings:

- U. K. Le Guin. The ones who walk away from Omelas. In R. Silverberg, editor, *New Dimensions* 3, pages 1–8. Nelson Doubleday, 1973.

COURSE: Psychology of Poverty and Social Class (Wendy Williams)

Course Description: This course explores contemporary theories, findings, and social issues regarding the psychology of poverty and social class in the United States. Pulling from cognitive, developmental, social, and clinical psychology, emphasis is placed on understanding how poverty, wealth, and privilege influence beliefs and behaviors across the lifespan. The course is guided by a feminist analysis that recognizes the intersection of gender, race/ethnicity, and social class. Although poverty is a global/transnational issue, the current course will focus on the American context only, as one “case study” in the complexities involved in ameliorating inequality. Thus, a major goal of the class is that students think critically about issues surrounding poverty, wealth, and privilege at the individual and societal level (including media depictions of poverty as well as public policy and collective action). Learning will take place using readings, lecture, discussion, media analysis, guest speakers, and experiential learning.

Articulation of course goals and objectives: Because this course meets the AAAW perspective, upon completion of this course, a successful student will:

1. know and appreciate cultural contributions, perspectives, and/or experiences of women
2. understand how mechanisms of institutionalization, privilege, power and cultural stereotyping affect women, and how they have resisted patterns of domination.

3. reflect upon one's own identity and place within a diverse society.
4. be able to access and evaluate resources by and about women.

More specifically, this course will:

	<i>Goals</i>	<i>Measurement of goals</i>	<i>Assignments</i>
Content	provide information on how systems of privilege maintain social class inequalities.	identify structural barriers that prevent mobility at various life stages and explaining how these structures reify privilege.	All assignments
Skills	encourage the application of course content to a one's own life, a community placement, and other "real world" situations.	use critical reflection to express how psychological research and theory can be applied to one's own life, a community placement, and other "real world" situations.	All assignments
Values	foster social change for low-income people	demonstrate increased social sensitivity and empathy for low-income individuals by taking action on their behalf.	Learning Contributions, Experiential Analyses Essays, and "Giving Voice" Project

ASSIGNMENTS

- **Learning Contributions** (20% of your grade): Your contributions to the course will count as part of your grade (see the "Learning contributions" rubric). Half of the points will be given at the midterm and the second half for the remainder of the course. If you have questions about how you can improve your contributions, please come see me.
- **Brief analysis essays** (25% of your grade): In addition to completing the daily readings, you will need to write a 1 page analysis for each of the readings for all 25 of the discussion days (see "Brief analysis essays" rubric). Papers are due at the start of class when related material is discussed.
- **Literature Review** (5% of your grade): You must complete a Literature Review of ten empirical articles on a topic assigned by the professor, which will benefit the efforts of local organizations fighting poverty and economic inequality. Reviews will be graded on a 100-point scale (see "Literature Review" rubric).
- **Experiential Analyses Papers** (20% of your grade): You will complete four experience-based assignments: 1) "The American Dream" Debate, 2) "Stories of Hunger in Kentucky," 3) "Social Class Autobiography," and 4) "A Day of Action." Each is worth 5% of your grade (see each assignment sheet for more information). Each is due at the beginning of class on the dates noted on the course schedule.

- **“Giving Voice”** (10% of your grade): You must create a final project (see “Giving Voice” assignment) which “gives voice” to a problem related to course content. Projects will be graded on a 100-point scale.
- **Final Exam** (20% of your grade): There will be one cumulative final exam in this course. It will include multiple choice questions, short essays, and long essays based on readings, lectures, and activities from class.

COURSE SCHEDULE

<u>Week I.</u> 1/10	INTRODUCTION <i>Wed</i> —no assignment
<u>Week II.</u> 1/17	RESEARCH METHODS & MEASUREMENT <i>Wed</i> — <u>Reading & Assignment</u> : Article #1 & Brief Analysis Essay #1 due
<u>Week III.</u> 1/22, 1/24	TERMS & POLICIES <i>Mon</i> — <u>Reading & Assignment</u> : Article #2 & Brief Analysis Essay #2 due <i>Wed</i> — <u>Reading & Assignment</u> : Article #3 & Brief Analysis Essay #3 due
<u>Week IV.</u> 1/29, 1/31	HISTORICAL BACKGROUND <i>Mon</i> — <u>Reading & Assignment</u> : Article #4 & Brief Analysis Essay #4 due <i>Wed</i> — <u>Reading & Assignment</u> : Article #5 & Brief Analysis Essay #5 due
<u>Week V.</u> 2/5, 2/7	LEGITIMIZING IDEOLOGIES <i>Mon</i> — <u>Reading & Assignment</u> : Article #6 & Brief Analysis Essay #6 due ** “The American Dream Debate” <i>Wed</i> — <u>Reading & Assignment</u> : Article #7 & Brief Analysis Essay #7 due
<u>Week VI.</u> 2/12, 2/14	COGNITION <i>Mon</i> — <u>Reading & Assignment</u> : Articles #8&9 & Brief Analysis Essay #8&9 due <i>Wed</i> — <u>Reading & Assignment</u> : Article #10 & Brief Analysis Essay #10 due
<u>Week VII.</u> 2/19, 2/21	DEVELOPMENTAL <i>Mon</i> — <u>Reading & Assignment</u> : Article #11 & Brief Analysis Essay #11 due <i>Wed</i> — <u>Reading & Assignment</u> : Article #12 & Brief Analysis Essay #12 due
<u>Week VIII.</u> 2/26, 2/28	ADOLESCENCE & EDUCATION <i>Mon</i> — <u>Reading & Assignment</u> : Article #13 & Brief Analysis Essay #13 due <i>Wed</i> — <u>Reading & Assignment</u> : Article #14 & Brief Analysis Essay #14 due ** “Stories of Hunger in Kentucky” Due

<u>Week IX.</u> 3/5, 3/7	SPRING BREAK (NO CLASS)
<u>Week X.</u> 3/12, 3/14	WORK & PERSONAL RESPONSIBILITY <i>Mon</i> — <u>Reading & Assignment</u> : Article #15 & Brief Analysis Essay #15 due <i>Wed</i> — <u>Reading & Assignment</u> : Article #16 & Brief Analysis Essay #16 due ** “Social Class Autobiography” Due
<u>Week XI.</u> 3/19, 3/21	MENTAL & PHYSICAL HEALTH <i>Mon</i> — <u>Reading & Assignment</u> : Article #17 & Brief Analysis Essay #17 due <i>Wed</i> — <u>Reading & Assignment</u> : Article #18 & Brief Analysis Essay #18 due
<u>Week XII.</u> 3/26, 3/28	VIOLENCE & CRIMINAL JUSTICE <i>Mon</i> — <u>Reading & Assignment</u> : Article #19 & Brief Analysis Essay #19 due <i>Wed</i> — <u>Reading & Assignment</u> : Article #20 & Brief Analysis Essay #20 due
<u>Week XIII.</u> 4/2, 4/4	STIGMA & DISCRIMINATION <i>Mon</i> — <u>Reading & Assignment</u> : Article #21 & Brief Analysis Essay #21 due <i>Wed</i> — <u>Reading & Assignment</u> : Article #22 & Brief Analysis Essay #22 due
<u>Week XIV.</u> 4/9, 4/11	COLLECTIVE ACTION <i>Mon</i> — <u>Reading & Assignment</u> : Article #23 & Brief Analysis Essay #23 due <i>Wed</i> — <u>Reading & Assignment</u> : Article #24 & Brief Analysis Essay #24 due ** “Day of Action” Assignment Due
<u>Week XV.</u> 4/16, 4/18	FINAL EXAM, PAPERS & PROJECTS <i>Mon</i> — FINAL EXAM <i>Wed</i> — <u>Reading & Assignment</u> : Article #25 & Brief Analysis Essay #25 due
<u>Week XVI.</u> 4/23, 4/25	FINAL PAPERS & PRESENTATIONS <i>Mon</i> —Final Literature Reviews Due <i>Wed</i> —“Giving Voice” Presentations
<u>Week XVI.</u> 5/2	FINAL PRESENTATIONS <i>Wed</i> —If needed presentations will continue into exam block—3pm

Articles

Article #1

- Diemer, M. A., Mistry, R. S., Wadsworth, M. E., Lopez, I., & Reimers, F. (2013). Best practices in conceptualizing and measuring social class in psychological research. *Analyses of Social Issues and Public Policy*, 13(1), 77-113.

Article #2

- Center on Budget and Policy Priorities (2015). Policy basics: An Introduction to TANF. Retrieved <https://www.cbpp.org/sites/default/files/atoms/files/7-22-10tanf2.pdf> Center on Budget and Policy Priorities (2015). Policy basics: Unemployment Insurance.
- Retrieved https://www.cbpp.org/sites/default/files/atoms/files/policybasic_introtoui.pdf
- Center on Budget and Policy Priorities (2017). Policy basics: Introduction to Supplemental Security Income. Retrieved https://www.cbpp.org/sites/default/files/atoms/files/PolicyBasics_SocSec-IntroToSSI.pdf
**write one analysis that includes all three articles

Article #3

- Center on Budget and Policy Priorities (2016). Policy basics: Introduction to Medicaid. Retrieved https://www.cbpp.org/sites/default/files/atoms/files/policybasics-medicaid_0.pdf
- Center on Budget and Policy Priorities (2017). Policy basics: Introduction to Public Housing. Retrieved https://www.cbpp.org/sites/default/files/atoms/files/policybasics_housing.pdf
- Center on Budget and Policy Priorities (2017). Policy basics: Introduction to SNAP.
- Retrieved <https://www.cbpp.org/sites/default/files/atoms/files/policybasics-foodstamps.pdf> **write one analysis that includes all three articles

Article #4

- Piven, F. F., & Cloward, R. A. (1971). Relief, labor and civil disorder: An overview. In *Regulating the poor: The functions of public welfare* (pp. 3-38). New York: Pantheon Books.

Article #5

- Bullock, H. E., Lott, B., & Troung, S. (2011). SPSSI and poverty: Reflections at 75. *Journal of Social Issues*, 67(1), 150-164.

Article #6**write an analysis of the position to which you are not assigned to debate Pro:

- Pew Charitable Trusts (2012). Pursuing the American Dream: Economic mobility across generations. Retrieved from: http://www.pewstates.org/uploadedFiles/PCS_Assets/2012/Pursuing_American_Dream.pdf
- **Con:** Heritage Foundation (2011). Air conditioning, cable tv, and an Xbox: What is poverty in the US today? Retrieved from: http://thf_media.s3.amazonaws.com/2011/pdf/bg2575.pdf

Article #7

- Appelbaum, L. D., Lennon, M. C., & Aber, J. L. (2006). When effort is threatening: The influence of the Belief in a Just World on American's attitudes toward antipoverty policy. *Political Psychology*, 27(3), 387-402.

Article #8 & 9

- Mullainathan, S., & Shafir, E. (2013). The scarcity mindset. In *Scarcity: Why having too little means so much* (pp.19-66). New York: Times Books.
**write one analysis paper for chapter 1 and one analysis for chapter 2

Article #10

- Kraus, M. W., & Keltner, D. (2009). Signs of socioeconomic status: A thin-slicing approach. *Psychological Science*, 20(1), 99-106.

Article #11

- Heberle, A. E., & Carter, A. S. (2015). Cognitive aspects of young children's experience of economic disadvantage. *American Psychologist*, 141(4), 723-746.

Article #12

- Weinger, S. (2000). Economic status: Middle class and poor children's views. *Children & Society*, 14, 135-146.

Article #13

- Kozol, J. (1991). The savage inequalities of public education in New York. In *Savage inequalities: Children in America's schools*. (pp. 51-83). New York: Random House.

Article #14

- Kalil, A., & Danziger, S.K. (2000). How teen mothers are faring under welfare reform. *Journal of Social Issues*, 56, 775-798.

Article #15

- Scarbrough, J.W. (2001). Welfare mother's reflections on personal responsibility. *Journal of Social Issues*, 57, 2, 261-276.

Article #16

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